The Church School Teacher

ume XVIII JUNE 1949 Number 6

Vacation Church School

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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOLUME XVIII No. 6

JUNE 1949

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The Church School Teacher

VOL. XVIII JUNE 1949 No. 6

From Your Directors

By L. H. WESTBERG

THERE is a lull which *just comes* in summer. But we ought not to encourage it. Good organization, well-prepared teaching, interesting projects and presentations will help motivate the children to attend Sunday school and to bring their friends.

The articles in this issue give good suggestions for leveling the lull.

Superintendents and secretaries! Summertime is ideal time to inventory schools and to lay plans for the fall. Several areas suggest themselves.

Teacher Training

Occasionally, articles in THE CHURCH SCHOOL TEACHER tell about the help pre-service training courses have given church schools. Every school should have such a course. Here young people and adults may be trained *before* starting to teach. *The Christian Growth Series* material is excellent study material for such a class.

Do you have experienced public-school teachers in your congregation? Ask them to prepare a course in the department of their choice. Ask them to teach it the following fall. Perhaps some would like to begin teaching a course this summer. There are people in your congregation who would teach Sunday school gladly if they had the confidence of pre-training.

Physical Equipment

If you do not have the booklet, *Equipment and Arrangement for Children's Groups in the Church,* by all means order several copies from the Augustana Book Concern (20 cents each, $1.00 half dozen). The booklet will fire your imagination and make you enthusiastic to improve your school's set-up.

Summertime is a good time to make badly needed improvements

in your school. Many can be made for little or no cost.

Parent-Teacher Association

An increasing number of churches are organizing PTA's. (See May issue for suggested constitution.) I am wary of suggesting any additional organization, but I do think a PTA can become a great help to teachers and parents alike.

If you do not have a PTA you might discuss this possibility with your pastor, some parents, and your teachers.

Fall Enlistment

The September issue of THE CHURCH SCHOOL TEACHER will have as its theme *Evangelism*. This will tie in with the evangelism program of the National Lutheran Council churches. But, *now* is the time to make plans for your program. Here let me again suggest that you talk it over with your pastor. That will eliminate duplication and integrate the *parish* evangelism program.

Summer Workshops

If there is to be a Parish Education Workshop in your Conference (see May issue for details) please encourage your teachers to attend. I think we can guarantee they will come back enthusiastically prepared to do a better job of teaching. And, superintendents and secretaries, you are invited. There will be something for you!

Elsewhere in this issue is information about other summer activities. We hope your school will be represented.

In This Issue

The cover of this issue is a reminder to make your last minute preparations for Vacation Church School. We are indebted to the International Council of Religious Education for the basic art work and to artist Edvin Holmer for adapting it to dimensions required by our cover. The motif is the same as used on ICRE Vacation Church School post cards and posters. Augustana Book Concern is stocking both cards and posters, so you can order as many as you wish.

Only one article about Vacation Church Schools will be found in this issue. It concerns itself with planning the final *sharing service*, generally called *program*. While the article has as its background Augustana material, its ideas are applicable to any school.

The subject featured in June is *"Preparation for the Christian Growth Fourth Quarter."* Unfortunately, because of misunderstandings, the beginner and senior departments have no discussions. But the primary, junior, and inter-

mediate departments are cheerily present.

Have a Happy Summer

If you plan to do some extra reading this summer, may I suggest a modern translation of the Bible? There is Moffatt, for example, or Smith-Goodspeed, or the *Revised Standard Version of the New Testament.* Then there is a new translation of the epistles of the New Testament, entitled *Letters to the Young Churches* by Phillips, an English clergyman.

They are thrilling. Do not read them like some English professor, shaking his head because the language is not as beautiful as the King James version. Read them to get shocked by the bluntness and realism of a message which God has written to *you.*

Until September, then. May God be with you!

By R. A. VOGELEY

WE ARE now well into the "Parish Education Emphasis." I hope that you have seen the charts which explain the entire plan. The charts, with accompanying material, may be secured from members of your own district's Parish Education Committee. They are available for Church School Association Rallies and for your workers' conferences in your own congregation.

We are suggesting that the charts be used three times in your church. The first use would enable everyone to see the general plan and then enable them to discuss the "Emphasis on Family Worship" in detail. Have you already done this?

Perhaps you have already accomplished your "Family Worship" goal. You can say that in your congregation "Every Christian Family Has Family Worship." However, I feel that it will take longer than a month or two months to realize that goal. You will doubtlessly report at this teacher's meeting how many families represented by your class now have family worship.

The second use of the charts would enable you to make your plans now for the second major development, namely, personal Bible study, "God's Word Is for Me." We know that as a Church, 82 percent of our confirmed members are not in a regular, guided Bible-study program. What is the percentage in your congregation? How can you strengthen the program of Parish Education locally.

With the aid of a Parish Education checklist, which explains a comprehensive integrated program of Parish Education, you can decide what particular phase of work in your own congregation can be strengthened. You may want to start a Nursery Class. You may want to develop a stronger preschool program. Perhaps you will want the new Pre-service Teacher Training Program for one of your new classes for young people and young adults. Most of our congregations can well start at least one new adult Bible class. You may want to have a Parish Education Committee. Every church has its own problems and its own opportunities. Let your Committee study carefully and report its suggestions.

Plan Now for the Fall

Prepare to make a personal call in every home.

Let the teachers know about the Sunday-school records of the pupils.

Encourage more regular attendance and more home co-operation.

Invite the parents and others to Adult Bible Class.

Get the names of prospects in the neighborhood.

Ask again about family worship.

Someone should be in charge of this particular phase of the September program. He and his committee can plan the work, gathering, enlisting, informing, and training the visitors. Another committee, or the same committee, can make plans for Parish Education Week, including the Rally Day program which will be mailed to every school (additional copies may be secured from the Wartburg Press), the publicity leading up to Parish Education week, including the possibility of a letter to every member of the congregation which contains announcements about the visits and the observance of Parish Education Week.

The Parish Education Committee, or a similar group, may make plans to honor the teachers, provide for the installation of teachers, and perhaps sponsor a family-night gathering. That Committee will also make suggestions for the fall teacher-training program and prepare the way for a concerted effort of evangelism to win more new members for the Sunday school.

Standards

We are suggesting that at your fall teacher's meetings or workers' conferences you restudy the "Standards." What progress have you made since last year? It may be possible to study two "Standards" at each meeting. In October, Bi-

ble-based and Parish-wide; in November, Loyally-Lutheran and Life - directing; in December, Home-related and Christ-centered; in January, Well-equipped and Constantly-growing; and in February, Carefully-graded and Ably-staffed.

Who will attend the District Church Workers' Institutes from your school? This is practically the final call to our Institutes.

Summer Opportunities

By THE EDITOR

IN addition to the ALC-sponsored Institutes and the Augustana Workshops there are other opportunities for pastors, superintendents, teachers, and other church workers. A few are described below.

Lutheran Audio-Visual Workshop

This will be held at St. Olaf College, Northfield, Minnesota, August 8-11, 1949. Families can be registered and housed as families. Children can be used in departmental workshop, or recreational supervision will be provided.

Cost: $4.00, including $2.50 for the workshop and $1.50 for lodging. Lodging can also be secured for fifty cents per night for those who can not stay for the entire session. Each registrant is to furnish his own bedding, pillow, and towels. Towels and pillows may be rented at an extra charge.

Meals will be served cafeteria style.

Send letter of registration to Rev. Ellefson, Evangelical Lutheran Church, 425 South Fourth Street, Minneapolis, Minn.

The program will begin Monday evening at eight o'clock with an address on *"The Purpose of the Workshop and the Place of Audio-Visual Aids in a Congregational Program"* and the showing of the new ALC filmstrip, "At Home with God." It will continue Tuesday, Wednesday, and Thursday until noon. Subjects covered will be: Teaching the Bible with Non-projected Aids; the Principle, Philosophy and Use of Non-projected Aids and Their Integration into a Local Church; Teaching Missions with Audio-visuals; Evaluating Audio-visuals; Teaching the Catechism with Audio-visuals; Teaching Stewardship; Workshops on Production, Photography, Making One's Own

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Shall We Have Sunday School in Summer

By AMOS LUNDQUIST
Pastor, South St. Paul, Minn.

I MOVE, Sir, that we cut out Sunday school during July and August."

Lloyd Johnson made the motion. It happened at the monthly meeting of Sunday-school teachers. In just those days the lilacs were in gorgeous and fragrant bloom. The snapdragons were working overtime in getting ready to display their various colors. Summer was definitely in the air, and in everybody's blood.

"I second the motion," joined in Susan Jeffries. "It's so hard to keep up interest during the summer."

"All right," said Mr. Pittson, the superintendent. "You've all heard the motion. Is there any dicussion?"

"It seems to me, "remarked Mr. Benson, "that during the summer so many of our people go to the lakes, or to the ocean, or to the mountains, or to their relatives. It isn't very encouraging to the boys and girls who are faithful."

"And not too encouraging for the teachers either, who are on the job with only a handful of youngsters," Lloyd chimed in.

"Wouldn't it be a good idea," said Miss Jeffries, "if we just close Sunday school altogether for the summer. Then the boys and girls, and even the teachers, could be free to go wherever they like, and we could all get back in September with a fresh start, and everybody would feel so much better."

But then Mrs. Axel, who had been keeping quiet, joined the conversation. When Mrs. Axel spoke, the other teachers listened, for she had taught in Sunday school for over twenty-five years. She was always respectful of the other person's opinions. In presenting her views she was always calm, tactful, and unselfish. She never considered herself, but only the welfare of her boys and girls.

"Just to cut out Sunday school," said Mrs. Axel, "seems a little like releasing the boys and girls from some burden, or from jail, but *actually,* attending Sunday school

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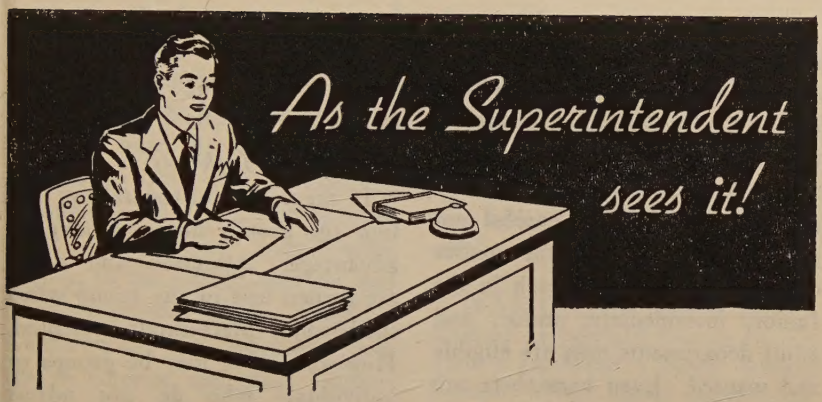

Men Wanted

By CARL THOKEY

MEN WANTED to sell, compensation attractive, opportunity for advancement" is typical of what can be found in the newspaper advertising columns these days when competition again prevails and there is much to be done in the field of distribution. Not too long ago large advertisements appeared in the press reading, "Men wanted to operate lathes, welders, and riveters on the production line." There was much to be done on the industrial front. Men were in demand. Attractive compensation was offered. During a season when God's nature yields abundantly the want ad column includes "Men wanted—harvesting."

When there is much work to be done in the fields of business, industry, and agriculture the "men wanted" columns lengthen. The demand may vary in cycles of recession and prosperity. There is, however, one field in which there is no recession, no slackening of work to be done, and that is in the field of teaching in our church schools. There is much to sell, much thinking to be produced, and a heavy harvest to be gleaned in this field of parish education. "Men wanted" as Sunday-school teachers is, thus, an appropriate appeal of the day.

We can not minimize the general need for Sunday-school teachers, both men and women. We need to recognize the fact that the

women of the church have surpassed the men in carrying their responsibilities in Sunday-school teaching. In the primary departments the women will excel because their special characteristics are well adapted to the careful and patient handling which the smaller children require. To teach in the junior, intermediate, senior, and adult departments men are eligible and wanted. Even here there are too few carrying the load. It is especially in these departments that more men are needed.

The Masculine Approach

Men are well adapted to teaching junior-age boys and teen-age mixed groups. The masculinity of their approach is attractive to such groups. Note the esteem and respect for the scout leader of this age group. Take cognizance of the interest in and enthusiasm for the junior high school basketball coach. This group of boys has had women teachers for the most part of their public and church school training. Just the variety of having a man teacher and the difference in his approach create interest.

High School Level

In the public school the percentage of men on the staff increases on the high school level. In some cases as much as a fifty percent ratio exists. In like manner there should be a similar percentage of men for high-school groups on the Sunday-school staff.

Authority

In the matter of controlling certain age groups the men have an advantage. Attention and order are gained best in any group when the lesson is interestingly presented. However, there may be groups or individuals who do not adjust themselves to group activity as readily as others. They need the feeling that there is an element of authority present in the teacher. Men, in general, have an advantage in handling such situations. From the point of view of an administrator in public schools, it has been my experience that fewer problems arise in the matter of control and order in men's classes than in classes headed by women teachers. The men are not better teachers, but they are able to bring about control more easily. This, then, is an advantage for the men and becomes a talent which should be used.

Doing Something About It

The men have been confronted with the accusation that they have left much of the church work to the women. This stroke may or may not have a significant effect in

motivating the men to increased church activity. Nevertheless, it exposes a condition which has existed. It also gives rises to the observation that the men are doing something about this shortcoming through an energetic and enthusiastic Brotherhood organization locally, in the church districts, and throughout the whole American Lutheran Church, Augustana Lutheran Church, and other Lutheran church bodies.

Embarrassing Questions

As the men in the Brotherhood are casting about for an avenue of church work in which they can contribute, why not select the field of parish education, and more specifically, the Sunday school?

At a recent Brotherhood Institute meeting at Wartburg College, Dr. Hiltner conducted a sectional meeting at which time the matter of parish education was discussed. He asked for a show of hands to indicate the number of men who attend Bible classes. He again embarrassed the men by asking for a show of hands of all those teaching Sunday-school classes. Too few hands were seen. This indicates that some advertising for Sunday-school teachers among the men would not be amiss. Something like the following might express the need.

WANTED: A man to teach a class of 11-year-old boys in the St. John's Lutheran Church Sunday School. Work highly stimulating, the experience invaluable.

WANTED: A man to teach an adult Bible class of 30 men and women at the St. Paul's Lutheran Church. Interesting experiences in discussing and exchanging points of view on Christian problems guaranteed.

WANTED: A man to teach a Sunday-school class of 25 high-school-age boys and girls at the St. Peter's Lutheran Church. Preparation of lessons expected, but such efforts will be well repaid in satisfaction gained by the feeling of having a part in molding the thinking of the youth which will be a potent force in the church of tomorrow. This is not only an opportunity, but it is a privilege.

Superintendents! Here are two items for your monthly conference of teachers and workers:

1. A preview of next quarter's *Christian Growth* courses. Divide your staff by departments. See this issue's helps beginning on the next page.
2. A discussion of organization plans for summer and fall. Include pre-service training class and enlistment.

Teachers of Primary Classes!

Helps for Teaching the Christian Growth Series Primary II, Fourth Quarter

By MRS. IRENE BULGERIN
Walburg, Texas

Out of Doors in Jesus' Land

LESSON 1

The purpose of the first lesson of this quarter is to acquaint children with the land of our Saviour's sojourn on earth. thus to increase understanding of the Gospel stories. Help them to understand that Palestine is just as real today as their own home town, although it has undergone changes since Jesus' days. Encourage the excitement of preparing for such a trip to a new place, especially one with such a history and with such meaning to us who know Jesus. Mark Twain's *Innocents Abroad* contains much to help Palestine become a twentieth-century reality for the teacher.

Since the trip is to be by plane the topography of Palestine, as seen from the air, can be greatly stressed. Its size, the mountains hemming in the Sea of Galilee, the twisting Jordan, the huge Dead Sea with its large white patches of potash and other minerals valued in the billions today, can all be explained with blackboard drawings. Here, too, can be seen why the Jerusalem-Jericho road, endlessly twisting through rocky mountains and convenient for hiding places, was robber territory. For air views, see the *National Geographic Magazine,* December 1938, for "Change Comes to Bible Lands," and other sources your library can supply.

LESSON 2

For use throughout this unit it might be well to secure a large map. A two and a half by six foot frame, over which flannel is stretched and tacked, is an excellent size. By projecting a slide of the map of Palestine on this screen, and tracing the lines with crayola you get an accurate and easily-made map. Trace names of towns, provinces, and bodies of water on strips of flannel for drill work and other uses. Here you have a graphic basis for further stories. Small illustrations backed with a patch of flannel can be appropriately placed to illustrate location of stories, etc.

Dots should be placed on the map for towns near which the names can be printed. The children will delight in testing each other on locations.

Have the children verbally list uses we have today for water, both in the home and about the farm. See how meager must be a Palestinian's water supply if it is carried a distance in earthen crocks for all uses. Touch on how impossible irrigation is (being careful not to overlap Lesson 4) and that therefore Palestine farming tends to be crude compared to ours today. Show how important it is that a shepherd can find water for his sheep (again avoid overlapping Lesson 3). Have the children name instances from the Bible where the water wells are mentioned: Genesis 21. 19 (Hagar); Genesis 24. 13-43 (Abraham's servant); Numbers 21. 16 (Moses); John 4. 6 (Samaritan woman); etc. Have them find the texts in the Bible, perhaps placing rough illustrations or the Biblical references in the proper places on the flannel map.

LESSON 3

Since sheepherding is one of the principal occupations of the Holy Land, and since Jesus drew heavily on shepherding experiences in His teachings, strive to bring the life of a shepherd graphically before the children's eyes. Here again topography and climatic conditions are important: the rugged, barren hillsides calling for care in choosiny grazing spots, and the constant danger of a sheep falling into the deep ravines.

Even today wild animals roam in Palestine, though the lion of Biblical times is extinct there today. (Jeremiah 50. 17; Micah 5. 8.) Robbers, however, still make their raids on flocks (John 10. 8) just as the cattle rustlers of today's movie screen raid our American ranches. The sheepfold is of interest with the shepherd standing at the narrow entrance of the stone-fenced open-air fold for the sheep, counting them as they enter (story of the lost sheep), and then standing guard at the entrance and being himself literally the gate. This, if understood, opens many of Jesus' parables to us. (John 10.)

If the system of attendance charts is used, the shepherd theme would make a good one for this month. For individual charts use a shepherd, or the figure of Jesus as in Plockhorst's painting, and add a sheep for each Sunday. If a collective chart is used, it might be of interest to depict sheep in various

difficulties for the absent members, as one fallen in a ravine, caught in thorns, stolen by thieves, or killed by lions.

LESSON 4

To understand the backwardness of Palestinian farming emphasize the difficult farming conditions—lack of irrigation, hot and dry climate much of the year, poor soil, and the tradition of doing things as their forefathers have done. Illustrations or blackboard drawings of the oxen with their yoke (Matthew 11. 29), the single-handled light plow, and the goad (Judges 3. 31).

After the picture of the farming methods and the four types of ground has been established, carefully draw the analogy to the human types of soil. In rural congregations the children will be familiar with farming methods and it will be easy to show the same illustration with today's farm.

The present-day farmer cultivates his fields repeatedly to kill out the weeds that would spring up to choke the good plants and that rob it of needed moisture and plant food. Farms with poor soil or a great amount of rock give little opportunity to the young plant. While our planting methods differ in that planters deposit the seed in the prepared rows, yet some seed will fall where it will not be covered and so falls prey to birds. Urban children will enjoy learning more of farming methods and will know surprisingly much about it from visits to the country, etc.

Guide their discussion so that they can in their own words draw the analogy as Jesus did. Show them how cleverly Jesus again used everyday, easy-to-understand circumstances to express a great truth, just as He did with the sheep. If Jesus were here today, what everyday circumstances in our lives might he have used to tell this same truth:

LESSON 5

Here again we see that much of Palestine has advanced but little since Biblical times. While there are some motor roads and railroads connecting important towns in Palestine, there are many trails over which only camels and donkeys can travel. The donkey is widely used by the average Palestinian as it is strong, easily fed (of importance in this land of sparse vegetation), patient, and forgiving. Jesus chose a donkey (or ass, as it is known in Biblical terminology) for His triumphal entry into Jerusalem. He did this to show his own lowliness

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Teachers of Juniors!

Helps for Teaching the Christian Growth Series Junior II, Fourth Quarter

By LAUREE NELSON
Augustana Board of Parish Education

EVERY junior boy and girl ought to have the opportunity of enjoying this truly delightful quarterly. The author, Reba Shue Alexander, has taken into consideration that summer months are a fine time for activities. She suggests the use of the juniors' free time.

Teachers may feel that class activities mean too much hard work. However, July and August are vacation months and most juniors welcome suggestions for home activity. As a teacher, experience the thrill of doing one new activity with your class this summer. On page 63 of the *Teacher's Guide* sixteen interesting activities are listed. Select two or three activities for your class from this list. Juniors will enjoy planning an outdoor supper with a sunset service of worship or making a soap carving of the Tent Church.

Surprise your juniors! Help them to realize that important events do take place in Sunday school during the summer months. Why not make the fourth quarter the *activity* quarter of your Sunday-school year?

For Us and For All

"For Us and for All" is divided into two units. Unit 9, "Religion for Us," includes Lessons 1 through 9, and concerns worship. Talking about worship may become an impractical discussion for juniors. They may miss the purpose entirely unless along with the discussion they experience worship. For this reason suggestions for a final period of worship have been provided for the close of each session. These services serve such an important purpose that they should not be ignored.

The closing worship in the class corner or church pew will not require more than three minutes. The worship is arranged for pupil leadership. Music is not necessary for these brief periods. Either choose one pupil each session, and give him time to look over the serv-

ice, or post a list of leaders for each month.

Unit B, "Religion for All," Lessons 10 through 13, helps juniors to realize that the results of Christianity are actual and practical.

In Combined Classes

Many Sunday schools combine classes during July and August. In some schools visual aids are used extensively during this period. If this is true for your Sunday school, plan to use visual aids which correlate with the fourth quarter. When over half of the class period is to be used in viewing projected pictures the teacher should assign more than the usual amount of the day's lesson for home completion during the week.

Visual Aids

Prepare the children for seeing the projected picture by having a brief summary of the lesson prior to the film. After the film allow time for class discussion. We do not suggest that films be used every Sunday. Lesson 6, "Hymns We Like to Sing," has a well-planned song service. This lesson should be a "singing lesson" in the real sense of the word. A list of suggested visual aids is given below. Visual aids are listed for each lesson. Thus teachers may select the ones which they wish to use. The address of the companies named is given at the end of the list.

Lesson One. No film or filmstrip especially well suited for this lesson.

Lesson Two. "All Thy Works Shall Praise Thy Name." A series of thirty nature slides with a worship service. Rental $1.50. United Lutheran.

"I Will Lift Up Mine Eyes." Beautiful nature pictures synchronized with an original poem, thirty-seven slides. Rental $1.00. United Lutheran.

"God of the Hills." A filmstrip with a worship service included on it. Purchase price $3.00. Church Screen.

"This Is My Father's World." A ten-minute sound film in color. Rental $4.00. Religious Film Association.

Lesson Three. "And Now I See." A thirty-seven-minute sound film on stewardship. Rental $10.00. Audio-Visual Service, Augustana Lutheran Church.

Lesson Four. "Jesus Teaches Us How to Pray." Three slides. Purchase price $1.80. Church-Craft.

Lessons Five and Six. "Handel." A twelve-minute sound film of a simple story into which is woven some of Handel's greatest music,

The Largo and *The Messiah*. Excellent for music appreciation. Rental $1.25. Religious Film Association.

Lesson Seven. Slides on ten of the religious pictures named in the lesson may be purchased from the Society for Visual Education. Slides not available are "Jesus and the World's Children" by Coleman and "Christ and the Children" by Flandrin. Each slide costs 60 cents.

Lesson Eight. Single slides in color on symbols of the church may be purchased from the Society for Visual Education.

Lesson Nine. "The Christian Family." Filmstrip revised in 1948. Purchase price $2.50. Church Screen.

Lesson Ten. "My Name Is Han." A thirty-five-minute sound film on missions in China. Rental $8.00. Audio-Visual Service, Augustana Lutheran Church, and other Lutheran film services.

"Answer for Anne." Lutheran World Action sound film on displaced persons. Thirty-five minutes in length. No rental charge. Audio-Visual Service, Augustana Lutheran Church, and other Lutheran film services.

"Beyond Our Own." A forty-four-minute sound film with emphasis on foreign missions and stewardship. Rental $10.00. Audio-Visual Service, Augustana Lutheran Church and other Lutheran film services.

Lesson Eleven. "Be a Missionary." Filmstrip for children on the importance of being missionaries in their own Sunday schools. Board of Parish Education, American Lutheran Church.

Lessons Twelve and Thirteen. "Touching Untouchables." A soundfilm on the story of sixty million outcasts in India and what the Christian church could mean to them. Twenty-three minutes in length. Rental $4.00. Religious Film Association.

Audio-Visual Services

1. Audio-Visual Service, Augustana Lutheran Church, 2445 Park Avenue, Minneapolis 4, Minn.

2. Church-Craft Pictures, 3312 Lindell Blvd., St. Louis, Mo.

3. Church Screen Productions, 5622 Enright Avenue, St. Louis, Mo.

4. Society for Visual Education, 100 East Ohio Street, Chicago, Ill.

5. United Lutheran Audio-Visual Service, 1228 Spruce Street, Philadelphia 7, Penn.

6. Visual Aids Department, Wartburg Press, 55-59 E. Main St., Columbus 15, Ohio.

Teachers of Intermediates!

Helps for Teaching the Christian Growth Series Intermediate II, Fourth Quarter

By EVELYN A. FIEDLER
Texas Lutheran College

MY CHURCH, my church, my dear old church" may mean to the intermediate the building in which he attends services. If his local Lutheran church happens to be a small and struggling "minority church" in the community, the pupil may think of "My church" with just a bit of shame. If the local church is large and well-established, "My church" may be very impersonal, implying no responsibility for the pupil and his family.

In this quarter, the pupil's concept of "My church" may be broadened from church building to local congregation, to national Lutheran organization, to all true believers everywhere working in the interests of God's kingdom. As pupils' concepts grow, we pray that increasing love for their Saviour will motivate them to ever greater service in His Church.

"Our Church at Work" refers directly to the work of the American Lutheran Church or the Augustana Lutheran Church, as the case may be. The alert teacher will realize that many pupils probably do not know with which Lutheran group their local church is identified. Some of them may have attended Lutheran churches of other synods. The outlook in this quarter must be broad enough that the pupil sees in the work of all the Lutheran churches the same basic purposes, sometimes expressed in co-operative effort, as Lutheran World Action. Yet, the view must be specific enough so that the pupil knows to just what institutions and causes his offerings may go.

Naturally, first the teacher must become familiar with the work of the church, through yearbooks, church bulletin covers, church papers, minutes of the church, etc. It would be helpful to secure from your Church headquarters free copies of all leaflets which the various departments have available.

"You and the Other Half Million" is a valuable filmstrip on de-

tailed work of the American Lutheran Church. Write headquarters in advance to schedule it for showing at a suitable time. It may be especially helpful in relation to the review, Lesson 13.

Unit A. My Church's Work:

LESSON 1

"Why do we have churches? In what ways would our community be different if there were no churches?" Let pupils think, and discuss. Then lead them to the Biblical basis.

Vary the procedure as to use of Bible passages.

"In our Bibles let's find Matthew 4. 19 . . . . I see you have it Joe. Will you read it for us?"

"Will you locate Mark 16.15, beginning, 'And he said.' Please read it with me, in unison."

"Bob, will you look up the passage noted on this slip of paper, Mark 6.7-11. Bill, find Mark 6. 30. Mary, your paper directs you to Luke 10. 1-16. When you have located the verses in the Bible, read them silently, and be ready to tell us what message they have."

Knowing something about the pupils' reading abilities is certainly desirable here. Do not embarrass a poor reader by asking him to stutter through a long section with difficult place names. Give tactful assistance in locating passages when necessary.

"You will find Matthew at the beginning of the New Testament, etc.," would certainly be a kind hint to the new pupil who has hardly seen the inside of a Bible before.

LESSON 2

"How many hours a week do you spend learning English, history, science, and other school subjects?" Perhaps pupils may recall the time budget made during the Third Quarter. "How much time do you spend learning the more important things about God's Word and Will for us?" Such a comparison should be revealing. Then pupils may be led to see: "What opportunities for learning about God does our church offer?"

"What other ways do we have to learn?" Encourage family devotions, individual Bible reading by pupils, reading of Christian magazines and books, etc.

"Do we ever stop learning? Can we learn all there is to know about God?" Begin now to fight the prevailing idea that "confirmation means graduation."

Call attention to the picture of the poster, "17 million Children," on page 14 of the *Study Book*. The

latest estimate now is that there are 27,000,000 denied the advantages of religious training. "How many of these will you bring to Sunday school and church?"

LESSON 3

Most intermediates belong to at least one club at school. "What makes a good club?" Pupils know the answer:

a. A worth-while program and purpose.

b. Interested, co - operative, friendly members.

The same principles apply to success in the organizations which do the Lord's work.

Attractive Luther League posters, charts, publications, but especially personal testimony by an enthusiastic Leaguer may encourage pupils to take their place in the League when the time comes. They may be directed even to look beyond the Luther League, to see that there are organizations for their fathers and mothers, and eventually for them.

Unit B

My Church Lends a Hand

LESSONS 4, 5, AND 6

All deal with the very practical phases of the church's ministry, in children's homes, homes for the aged and infirm, and in Lutheran Welfare. It may be wise for the teacher to obtain in advance of the lessons some pictures, tracts, posters, and offering envelopes related to some of the causes. Somewhere during these lessons the broader program of Lutheran World Action and Lutheran World Relief should be given attention.

During these practical lessons, keep in mind:

a. Why should the church do this work? The state does it, too. In what ways does the church's work go beyond that of the state?

b. What kind of workers are busy in church homes, hospitals, etc.? Which of these services might you like to do some day?

c. What can we do now?

The answer to the third question must not be only theoretical. In addition to the making of scrapbooks, as suggested in the *Study Book,* the class may

a. Bring a special offering for a near-by institution, and send it as a class gift accompanied by a letter. Very likely the class will receive a letter in return.

b. Collect unused toys, books, outgrown clothes, etc., to send to a children's home, regardless of season. Christ-like love must not be confined to the Christmas season.

c. Participate in a congregation-

wide program of collecting clothes for Lutheran World Relief, or in a program for assembling "Kiddies Kits." See page 9 of the March issue of THE CHURCH SCHOOL TEACHER.

d. Invite into their homes for week-end visits children from a near-by Lutheran home. Such institutions are usually very glad to co-operate in making the necessary plans.

e. Write prayers for those whom our church serves in the ministry of mercy. Some of these may be used at later meetings of the class.

f. Give brief individual reports of cases where church institutions have helped. A few well-chosen instances make the needs more personal.

For example, here is a true story told by a worker in a Lutheran children's home: "Eight-year-old Jimmy's so-called mother had just been married the fourth time, and no longer cared to bother with him. When the Lutheran social worker found him he was roaming the streets, dirty, dressed practically in rags. He had never been to school. In the Lutheran children's home where he is now he found for the first time that someone really loves him. When at Christmas he received a red toy train, a gift from a Sunday-school pupil, he said unbelievingly, 'Is it really mine?' In the church home he at last knows someone cares for him, Jesus and those who seek to follow Him."

Unit C

My Church Among Others

LESSON 7

Pictures and stories about home mission congregations frequently appear in the *Lutheran Standard* or *The Lutheran Companion*. A willing pupil may be given such a story in advance. Then he may show the class the picture and briefly tell a few things about the mission. A bulletin-board display would also be helpful.

The Sunday school as a whole may wish to adopt a neighboring mission Sunday school, aiding financially but also giving moral support. In the Texas District of the American Lutheran Church, many Sunday schools unite in at least one offering a year for the most needy missions designated by the District Missions Committee.

LESSON 8

Before the pupil is to learn about the church's work among Negroes, Mexicans, and other minority groups, it may be necessary to beat against some walls of prejudice that have so often been built up.

Turn to page 31

A Day in the Vacation Church School

By GERTRUDE HILL
Augustana Board of Parish Education

AT this time of the year, some vacation church schools are in progress while others are to begin within a few weeks. Early preparations for the vacation church school have not only included the organization of the school; publicity, selection and training of the teaching staff; courses of study selected, ordered and studied; but, also, there has been the thought of a closing program.

"A Day in the Vacation Church School" is one of the finest themes for a closing program at the conclusion of a vacation church school. In this closing program, each department or group can give a resume of various topics studied, use and apply memory verses learned, exhibit construction and expressional activities, show visual aids developed, and conduct worship services planned by the pupils. There can, then, be no showing off as we find so often in the traditional recitations and solos given by individuals. The pupils and teachers, together, must plan what knowledge and activities are of greatest value to be shared with parents and other friends.

Suggested Plans

We might follow through a course in each department and see what specific knowledge and activities can be shared in a closing program. These plans are merely suggested in order to show the possibilities and outcomes of these courses of study.

Beginners I

MY FAMILY AND MY FRIENDS

Songs: *Jesus Was Once a Little Boy, Jesus Loves Me, Two Little Eyes to Look to God.*

Finger Plays: *The Family, Ten Little Children, The Finger Family's Good Morning.*

Song: *I Want to Be a Helper.*

Dramatize: *Hiding the Baby Moses.*

Worship Service (group gathered around worship center):

Songs: *Very Softly I Will Walk, Praise Him, Praise Him.*

Poem: *When Jesus Was a Little Boy.*

Prayer Song: *Dear Father, Bless Each Little Child.*

Bible verses memorized.

Song: *Vacation School Is Over.*

Exhibits: Posters: Happy Family, Little Helpers, Helping the Sick; Freehand drawings, clay modeling, Palestinian house, Scrapbook of Helpers, Shepherd with sheep, gifts: knitting or string holders, candle and flower holders.

Primary III

FRIENDS AND HELPERS

Songs: *All Things Bright and Beautiful, Tell Me the Stories of Jesus, I Think When I Read That Sweet Story of Old.*

Golden Gloves—Golden Rule.

Picture Studies: Conversational review of selected Bible Stories. Recall memory verses with each story.

Missionary Theme.

Songs: *Jesus Loves Me* (in Hindustani), *Just Around the Corner, Whisper Song.*

Play: *God's Helpers* (pages 9-13, *Teacher's Guide*)

Group assemble at Worship Center for a Worship Service:

Soft music: *Jesus Bids Us Shine.*

Call to Worship: *The Lord Is in His Holy Temple.*

Song: *Beautiful Saviour.*

Choral Speaking: Psalm 100.

Litany (Lesson Sheet 8).

Prayer Song: *Father, We Thank Thee for the Night.*

Memory Verse: Psalm 24. 1-2.

My Creed (Lesson Sheet 8).

Closing Song: *Praise Him, Praise Him.*

The Lord's Prayer.

* * *

Exhibits: Memory booklets, paper-plate holders. freehand drawings, models of Palestinian house, scroll, church; clay modelings. posters; frieze; stained-glass windows; illuminated mottoes.

Junior III

FOLLOWING THE TRAIL WITH BOYS AND GIRLS OF LONG AGO

Illustrated Travelog. Narrators. (Route of travel to Palestine, flowers, birds, trees, homes, synagogue school, Jerusalem, Jericho, Capernaum, Damascus, spreading the Gospel in Europe, St. Patrick in Ireland, Ansgar in Scandinavia, Boniface and Luther in Germany. Shown by pictures, maps, and models.)

Song Service: From Hymn Study select several hymns, and before the pupils sing the hymns have several pupils volunteer to tell the story of each hymn, author and composer.

Dramatize one of the missionary stories studied.

Bible Study:

Choral Speaking: Psalm 100. (Directions given on page 11, *Teacher's Guide.*)

Locate several Bible stories and give summary of each.

Choral Speaking: Psalm 24. (Directions, pages 48-49, *Teacher's Guide.*)

Worship Service: Worthy example, page 77, *Teacher's Guide,* seems to summarize the entire study of this course and its application.

* * *

Exhibits: Book of Worship; models of Palestinian house, synagogue, wax tablets, scrolls; movie or frieze with scenes depicting travels through Palestine and Europe; maps, outline, pictorial; clay modeling: oven, lamp, grinding mill, sleeping mat, water jars.

Intermediate II

PAUL THE GREATEST OF THE APOSTLES

Bible Study: Life and Missionary Work of Paul.

(Could be presented as a travelogue by means of a map drawn on paper or flannel. Missionary journeys traced by colored lines or colored pieces of yarn to differentiate the routes of each journey.)

Song Service: Interpretation of Hymns. Followed by the Singing of the Hymns.

Mission Study: Simplified Panel Discussion. A leader asking questions about the areas and work of missions studied, and short biographical sketches of pioneers among the missionaries.

Radio Skit: Given on pages 11-12, 14-15, *Pupil's Study Book.*

Dialogue: *Immanuel Deaconess Institute,* pages 33-34, *Pupil's Study Book.*

Worship Service: Based on Catechism Study.

Prelude: "Thy Word Is Like a Garden, Lord."

Call to Worship: Psalm 19. 14.

Hymn: "Father of Mercies, in Thy Word."

Choral Speaking: "The Lord's Prayer." (Suggested on pages 6-7, *Teacher's Guide.*)

Litany: "The Ten Commandments."*

Leader: For the law given at Mount Sinai to teach us what is right and good to do,

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*The first three portions of this Litany are taken from the suggestion in *The Israelites Make a Long Journey, Pupil's Study Book,* page 21. The remainder of the Litany was composed by the juniors of St. Luke's Lutheran Vacation Church School, Buffalo, Wyoming.

Response: We give Thee thanks, O God, our heavenly Father.

Leader: To love Thee with all our heart, and with all our soul, and with all our mind,

Response: We give Thee thanks, O God, our heavenly Father.

Leader: To keep Thy name holy and call upon Thee in every time of need and to worship Thee with prayer, praise and thanksgiving,

Response: We ask Thy help, O God, our heavenly Father.

Leader: To keep the Sabbath Day holy by being glad to hear and learn from Thy Word,

Response: We ask Thy help, O God, our heavenly Father.

Leader: To honor, serve, obey, love and respect our parents and superiors,

Response: We ask Thy help, O God, our heavenly Father.

Leader: To help and protect our neighbor in every need,

Response: We ask Thy help, O God, our heavenly Father.

Leader: To live a pure life in word and deed,

Response: We ask Thy help, O God, our heavenly Father.

Leader: To help our neighbor improve and protect his property and living,

Response: We ask Thy help, O God, our heavenly Father.

Leader: To speak well of our neighbor and give the kindest interpretation of all that he does,

Response: We ask Thy help, O God, our heavenly Father.

Leader: For the promises of grace and blessing to all who obey Thy commandments,

Response: We give Thee thanks, O God, our heavenly Father.

The Apostle's Creed.

Closing Hymn: "O Jesus, I Have Promised."

Benediction.

* * *

Exhibits: Maps of Paul's Missionary Journeys, Booklet of Hymn Studies.

Surely, the possibilities of sharing *A Day in the Vacation Church School* are challenging and inspiring to a greater understanding, a deeper appreciation and a personal application of the Christian faith for pupils, parents, teachers and other friends in this one field of Christian education.

School in Summer?

From page 6

is a privilege. During the year we have so little time to teach them the Word of God. How much time do we really spend each year in

teaching our classes? When we count out the time it takes us to mark attendance, to take the offering, and to settle down, we really teach only twenty minutes a Sunday. On fifty-two Sundays our boys and girls get actually seventeen hours and twenty minutes a year in the Word of God."

"And if there is really bad weather during the winter," chimed in Mrs. Ecklund, "or they get sick, they get less than that."

"And if we cut out Sunday school during July and August," agreed Mrs. Bartell, "they get still less."

"Let me tell you of our experience in Lindy City," suggested Mr. Franson, who had moved to town the previous fall.

"Yes, tell us your experience, Mr. Franson," the superintendent agreed.

"Well, I'll tell you. During the whole summer we kept right on with Sunday school. The attendance dropped off some, but not so much as you might think. Some Sundays attendance dropped to eighty percent of the annual average, some Sundays it went down to seventy per cent of normal. But it dropped lower than that during bad weather, and we didn't quit Sunday school.

"Some families took trips, but you would be surprised at how many families stay home during most of the summer. Some of our families had company from out of town, and our children were proud to bring their cousins along to Sunday school.

"Most of the teachers were gone on an average of three Sundays, but the other five Sundays in July and August they were glad to be back. We combined classes or got substitutes. One Sunday our pastor took the whole class time and gave a chalk talk to the entire intermediate department. Another Sunday the class time was occupied when two or three of the teachers gave brief missionary talks to the entire Sunday school. The boys and girls seemed to enjoy the informality of the sessions.

"When we have nice weather let us avail ourselves of the opportunity and use it for the glory of the God. You know, the devil doesn't take any vacation. For the sake of those who want to go to Sunday school in the summer, let's give them the opportunity."

" Thank you, Mr. Franson," said Mr. Pittson.

"Let's be good sports about the whole thing," suggested Mrs. Axel, "and thankful for those attending."

"O. K. I don't want to appear stubborn about this thing," admitted Mr. Johnson, "so I'll withdraw my motion, if it's all right with Miss Jeffries."

Miss Jeffries said she would withdraw her second.

"Guess it looks like we keep on all summer long then," said the superintendent.

What was the result? The superintendent was absent three Sundays during July. Other teachers were absent about the same. They all deserved a well-merited vacation. The attendance averaged between sixty and eighty percent of average, and those who were honest with themselves admitted that it was worth while.

Summer Opportunities

From page 5

Filmstrips or Slides, Radio (especially for pastors), Wire and Table Recorders, Care of Equipment.

Interdenominational Drama Workshop

Special training for local church leaders in the use of religious drama will be given for the first time in an interdenominational workshop at Northern Baptist Assembly, Green Lake, Wis., August 7-18, 1949.

Included on the program will be round table discussions by experts; instruction in techniques of production, writing, and interpretation; interest groups, such as choral speech, play reading, drama in worship and in education, radio and television drama, creative drama, and drama for the rural church; rehearsal for three plays to be produced during the workshop; worship; and other features.

Total cost will be $50, including registration and board and room.

Registrations may be sent to The Registrar, Northern Baptist Assembly, Green Lake, Wis.

Audio-Visual Workshop

The sixth interdenominational workshop in audio-visual education will be held at Green Lake, Wisconsin, August 29 to September 5.

The first day will be devoted to denominational conferences. During the remainder of the week, a certain portion of each afternoon will be cleared so that denominational groups may have priority.

Registration will be limited to 250. For registration application write to the International Council of Religious Education, Department of Audio-Visual and Radio Education, 203 North Wabash Avenue, Chicago 1, Illinois.

Teachers of Primary Classes!

From page 12

and the spirit of the early kings. (Zechariah 9. 9; Matthew 21. 5).

Camels, while better adapted to the sands of the Arabian desert than to the hills of Palestine, are used because of their carrying capacity. They are strong enough to carry bales of cotton and steel rails for railroad construction. Camels are ugly in appearance and will bite and protest audibly when overloaded. When fed and watered thoroughly after a time of going without food and water, they "gurgle with delight, emit odd body squeaks and gastronomic rumblings."

While for seven or eight months no rain falls in the Holy Land, still during the short growing season there are many varieties of beautiful flowers. Matthew 6. 28 speaks of the lilies of the field, which scholars interpret to be anything from the lily as we know it to the tulip, hyacinth, iris, violet, etc.

Illustrations of a camel and donkey should be added to the flannel map, along with sheep and goats, birds, and flowers. Perhaps the tiny illustrations from the leaflet can be colored and mounted on flannel for this purpose. Have the children name various kinds of work for which a donkey and camel would be used. Old flower-seed catalogs should contribute many pictures of flowers also native to Palestine, and would make interesting booklets if mounted on small sheets of manila or construction paper and bound together with a ribbon.

LESSON 6

The Sea of Galilee is noted for its beauty. Have the children recall stories concerning the sea. To add to the understanding of the story of Jesus calming the waves explain why the sudden storms are not unusual. The lake lies almost 700 feet below sea level in a narrow gorge surrounded by mountains that act as a funnel for the wind, catching it and hurling it with great force against the waters of the lake. The climate at the lake is very hot while within sight is Mount Hermon, whose top is above the snow line. This variance in temperature also accounts for sudden storms.

Jesus must have loved the Sea of Galilee very much. The greater part of His ministry was spent at Capernaum and other sites bordering on the seashore. From toil-

ers of the sea came most of His beloved disciples. Many of His miracles were wrought on that sea, and much of His teaching was drawn from the labor and life of the sea.

Have the children locate the Sea of Galilee on the map. Perhaps a much larger lake can be outlined on a square of flannel, and applied to the big map as an inset. The children can make single sailing boats to sail on the lake, and can learn where the chief towns were located on the lake: Capernaum (now only ruins, as Jesus foretold in Matthew 11. 23-24, and Luke 10. 15. Some believe the present town of Tell Hum to be on the old site; others say Khan Minyeh. Both are built on old town sites.), Bethsaida, Tiberias. Recall stories about these places. This would be a good time to make a salt-flour relief map of the land of Palestine, showing the plains along the Jordan and sections of the Mediterranean seacoast, and the mountains between. In this way the children can see how the Sea of Galilee nestles far down in a mountain gorge, why travel was so difficult and slow, and why the Dead Sea is a salt sea.

LESSON 7

The Jews had many festivals throughout the year but none is so picturesque and back-to-nature as the Feast of the Tabernacles. It is a time both of thanksgiving for God's bounty and goodness to us, and a remembrance of the long years Moses and his followers spent in the wilderness. How like a camping-out trip must those eight days have been to the Jews, as they left their homes and set up temporary housekeeping in small bough - constructed rooms! How jubilant must have been their playing and singing, how ready their minds to listen to God's Word with this change of environment, this nearness to God's beautiful world! How thankfully they must have offered their gifts!

Help and encourage the children to name things for which we today can be thankful: sunshine and rain, health and comforts, food and clothing, loving parents and friends, etc. Perhaps as each is named the teacher can draw a sketch to represent the thing named on the blackboard and entitle it, "We Thank Thee, O God." Explain that the songs used are hymns of praise. Help them to see the words as a thanksgiving rather than just words to a song.

There are many poems showing God in nature. Perhaps the chil-

dren themselves will recount times when they felt the nearness of God when outdoors. However we must not grow to think that because we can worship God out in nature as well as in church, we will therefore stop coming to church. The church is God's house where we go to hear God's Word, but in nature we feel the greatness and beauty of God's universe, and we instinctively turn to Him.

The Boy Who Was Promoted

LESSON 8

Children have a tendency to see people as good or bad, but seldom as partly good and partly bad in character. Care must be taken to show that while Joseph *was* a tattletale and inclined to boast, he was not really wicked. And, on the other hand, while the brothers were very, very wrong to do the deed they did, neverthless, they certainly had room for resentment at Joseph's actions. It must also be understood that in those days a great amount of emphasis was placed on the dreams people had. God frequently used dreams as a means of making His will known to individuals. (As with the baker, butler, and Pharaoh later in the life of Joseph: Daniel 2.1; Genesis 31. 11; Numbers 12. 6; 1 Kings 3. 5; Matthew 1. 20; etc.)

People who professed to have the power to interpret dreams made that their life work. This was largely an outgrowth of idol worship, but while the Israelites were warned against consulting idol-priests, God did reveal His will through dreams and there were those who could explain them. (Joseph; Daniel 2. 3. Judges 7. 14; etc.) People made it a practice to tell their dreams to friends, perhaps speculating on interpretation. (Jeremiah 23. 27.) In Joseph the fault lay in boasting over the interpretation of his dream, in which his brothers bowed down to him.

LESSON 9

Find maps to show the great distance from Dothan to Memphis in Egypt, then the capital of Lower Egypt. Here at Dothan the brothers sold Joseph. It is about 13 miles north of Shechem and some 43 miles north of Jerusalem. Dothan lay on a caravan route that ran through a near-by pass into the hill country of Judah. Memphis is the site of twenty pyramids and the sphinx of world fame. It must have been a journey of more than 320 miles, passing many cities where the traders, no doubt, stopped to make purchases and sales, thereby prolonging the time spent on the trip. A camel at best

can travel ten miles an hour, but many, especially when heavily laden, will do much less. So the trip must have taken many, many days.

Joseph was seventeen years old when he was sold, and thirty years of age when he was released from prison, so he endured thirteen years of suffering, with an interval in Potiphar's house when he enjoyed honor and respect. God was molding a great character from the youth who boasted and bore tales back in his father's home. The molding took place despite homesickness, utter dejection at his brothers' attitude toward him, fear, strangeness in a foreign land, and the seemingly endless prison life. Jacob must have instilled a deep love and fear of God in this favorite son, so that despite all his misfortune he still served the heavenly Father. And even in his misfortune, God blessed him.

LESSON 10

God truly directed Joseph's life, for without God's gift Joseph could not have interpreted the dreams of the baker, the butler, and then Pharaoh's dream. Not knowing God's plan, we can not say God caused the famine as a means of promoting Joseph and bringing about a family reunion, but the famine *was* unusual.

History shows that every year, without fail the Nile overflows its banks, bringing rich soil and precious moisture without which Egypt would be an extension of the Sahara desert. Rare years occurred when the overflow was insufficient, and the seven years of Joseph's time and another seven years in the reign of Caliph el-Mustansir, around A.D. 1070 are the ones of greatest drought. Were it not for the great emphasis placed on dreams, and for God's direction, it would not have been unlikely that Pharaoh would have dismissed Joseph's interpretation as impossible.

LESSON 11

The governor was second in power in Egypt. Is it not surprising that Pharaoh should bestow such an honor and distinction on one who was unknown to him and had but come from the dungeons? We can not help but see God's hand in this. It takes a great deal of wisdom to fulfill such a responsible office in the government, but here also God granted Joseph His help. When the seven years of famine were upon the land the people first bought grain from the storehouses with money, and when that was exhausted they sold their cattle and finally their land. They continued to live on the land, and

after the famine had ended paid one-fifth of their produce to the Pharaoh, who now was owner of most of the land. The signet ring was the sign of authority. Few could read or write, but everyone could tell when a document was actually from those in authority by the impression of the signet ring on the paper or papyrus.

LESSON 12

Why did Joseph not reveal himself to his brothers immediately upon seeing them? Why did he have the money returned in the sacks? Why did he keep Simeon in prison? Why did he insist so strongly on having Benjamin brought to him? And why did he not punish his brothers, who for all intent meant to kill him years ago? This phase of the story makes for much speculation. Perhaps he remained unknown to them so that he could first see how their hearts were. Had they changed from their wickedness? His accusation of "spies" was simply an excuse to extract more information from them.

That he returned their money was a sign of his generosity and good will toward them, although to them it was a foreboding sign. His keeping Simeon was surety for their return. Benjamin was his only true brother. They were both sons of Rachel, and there was a natural blood kinship there. Also, Benjamin had not been with the other brothers in their plot to do away with Joseph. And of most importance, Joseph could forgive, even forgive hate unto murder. It is a rare quality, indeed. Perhaps through the long years Joseph in his talks with God, and we can be sure there were many of these talks, had learned that everything in his life was but God's way of preserving Israel through the famine, so that God's promise to Abraham ("Thy seed shall be as the stars of heaven, . . . and in thy seed shall all the nations of the earth be blessed.") should be carried out. (Genesis 45. 7.) Perhaps we would find it easier to forgive if we talked it all over with God.

LESSON 13

While God through His divine wisdom did direct Joseph's life, helping him to climb higher and higher in his work, neverthless Joseph had much about himself that aided his progress onward. His willingness and obedience and common sense won him recognition from Potiphar. His trustworthiness and friendliness won him recognition from the jailer. His

foresight, wisdom, and good management won him recognition from Pharaoh.

We, too, with God's help for which we should pray daily, can do much to aid our progress upward. As we pass on to another group of children, another teacher, another set of lessons, we see that through patient learning, through eagerness to participate, through interest, attention, and helpfulness, that we have taken another step in our process of learning of Jesus.

Teachers of Intermediates!

From page 19

Teacher, how sincerely do *you* believe that the Gospel is for all, regardless of color or social condition? How would you welcome a person from such a minority group if he came to worship at *your* church? The attitude *you* show will be reflected by your pupils.

Is there anyone from your area in such *special* mission work? How might you remember that person? Some interesting incidents in Mexican missions are found in the "Workers' Exchange," Rev. Kurt Hartman, editor, mimeographed in the office of the Director of Mexican Missions, Rev. Alvin H. Koehler, San Juan, Texas.

LESSONS 9 AND 10

These deal with foreign mission work, chiefly in New Guinea and India (ALC), China, Africa, India (Augustana). Probably the pupils should be told of the mission fields of other Lutheran groups.

Some veteran in the congregation who was in a mission field during the war may be able to contribute pictures (selected!), articles, or experiences relating to native customs. Why not have some of the books on missions available for students to browse through?

Unit D. My Church's Tools

LESSON 11

The intermediate is quite a few years away from college. However, he hears about college from older friends, he listens to broadcasts of college sports events, and may even have college stickers pasted here and there on his possessions, for colleges are a part of the American educational pattern influencing even those who do not attend them.

"What really makes a good school? Is it the football team and the 'rah-rah' spirit? What are colleges for, anyway?" Perhaps such questions as these must be answered before considering the mat-

ter of church colleges. Then the pupil should learn that his church maintains colleges with a *plus* value, real Christian institutions. Here one finds special courses in Christianity, training for church workers, daily devotional meetings, religious convocations, choirs specializing in fine sacred music—all in Christian fellowship and friendship. An interest developed early in life may lead to a desire to attend or at least help support those institutions.

Picture bulletins of the nearest Lutheran college may be obtained through the public relations department. They will be of more interest than college catalogs. And why not give pupils *Lutheran college* stickers?

"How long does a pastor go to school?" Briefly comparing the college and seminary training of our pastors with that of medical doctors may incidentally help build respect for the ministry. "What other full-time church workers need some college education?" However, guard against the impression that church colleges are only for those going into professional church work.

LESSON 12

An approach to this lesson may be made by locating in the *Study Book,* hymnals, tracts, etc., the names of the publishers.

The fine work of the American Bible Society may be included in this lesson, since it is a worthy cause for Lutherans to support. Probably the pastor will have material concerning its work.

LESSON 13

The filmstrip, "You and the Other Half Million" (for ALC), may effectively be used in relation to this review.

If there are Boy Scouts in the class, encourage them to become candidates for the "Pro Deo et Patria" award. This highest award in Lutheran Scouting requires, among other things, special study of some phase of the work or history of the church, and 150 hours of service to the church and the community. Information may be obtained from the Lutheran Committee on Scouting, 608 Second Avenue South, Minneapolis 2, Minnesota.

The lessons of this quarter are not over when the *Study Book* is concluded. The effectiveness of the study of "Our Church at Work" will be measured by pupils' increase in service and contributions for the work of the Church.

Plan your vacation to include a Parish Education workshop.